**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Week 4 Story Title: If You Made a Million**

**Monday**- Use TE DI 32- 1) Preteach Phonics- write oat & goal (oa), feet (ee), eat (ea), rain (ai), pay (ay), and low (long vowel o) on mini dry erase board- choral /echo read & discuss phonics 2) Read/discuss words: grown, roam, window, feasted, afraid, bleated, display, & peas; What do you hear/notice? 3) Preview Decodable Reader 4 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will practice orally reading using Decodable Reader 4 *Goat Art* with the teacher.

**Tuesday**- Use TE DI 34- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: amount, check, earned, expensive, interest, million, thousand, value, & worth 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words- write fixable while saying the word as it is written. Teacher will explain that this word is formed from the base word fix and the suffix- able. If the suffix is covered up, it can be read as fix. When the word and the suffix are blended it is fixable which means “able to be fixed”. Teacher will use the same routine for words: congratulations, excellent, delicious, stupendous, combinations 3) Choral/Echo retyped version of Decodable Reader 4. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE pg DI 36 & 93- 1) Target Skill- Realism or Fantasy with textbook page 93. Review the difference between realism & fantasy. Students will reread pg 93 while deciding what is made up: a) wizard, b) picture of pennies, c) “paint the pot purple” sign. \*Correct Answer- (a). 2) Target Strategy- Monitor & Fix Up with textbook page 95. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing 4) Reread Decodable Reader 4- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader4- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one